

**Williams Middle**  
1119 North Irby Street  
Florence, SC 29501

**Grades** 7-8 Middle School

**Enrollment** 733 Students

**Principal** Leon McCray 843-664-8162

**Superintendent** Larry Jackson, Interim Superintendent 843-669-4141

**Board Chair** Porter Stewart 843-669-6395

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	29	4

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 9 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Unsatisfactory	No

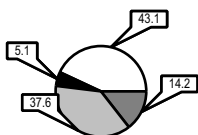
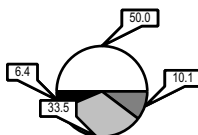
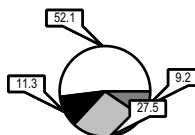
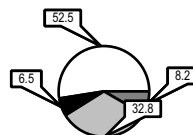
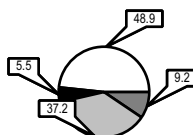
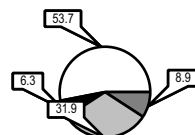
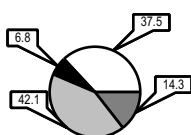
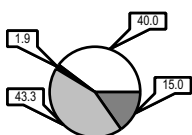
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	699	95.1	41.2	38.9	14.7	5.2	27.9	Yes	Yes
<b>Gender</b>									
Male	352	93.8	48.5	34.0	13.1	4.4	23.6		
Female	347	96.5	33.9	43.7	16.3	6.1	32.2		
<b>Racial/Ethnic Group</b>									
White	182	93.4	22.3	33.8	29.9	14.0	52.9	Yes	No
African American	498	96.0	49.8	41.6	7.9	0.7	16.0	No	Yes
Asian/Pacific Islander	13	100.0	7.7	7.7	46.2	38.5	92.3	I/S	I/S
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	607	96.2	37.6	40.7	15.8	5.9	30.4		
Disabled	92	88.0	69.7	24.2	6.1	0.0	7.6	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	699	95.1	41.2	38.9	14.7	5.2	27.9		
<b>English Proficiency</b>									
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	695	95.3	41.3	39.0	14.4	5.3	27.7		
<b>Socio-Economic Status</b>									
Subsidized meals	521	94.6	49.7	42.1	7.6	0.7	15.9	No	No
Full-pay meals	174	96.6	17.8	29.9	34.4	17.8	61.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	699	95.7	48.5	34.5	10.4	6.6	24.9	No	Yes
<b>Gender</b>									
Male	352	94.9	53.8	30.1	8.0	8.0	25.1		
Female	347	96.5	43.1	39.0	12.9	5.1	24.7		
<b>Racial/Ethnic Group</b>									
White	182	92.3	26.3	38.5	22.4	12.8	47.4	Yes	No
African American	498	97.0	58.2	34.0	5.5	2.4	14.3	No	Yes
Asian/Pacific Islander	13	100.0	7.7	7.7	23.1	61.5	92.3	I/S	I/S
Hispanic	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	607	96.2	44.0	37.3	11.2	7.4	26.9		
Disabled	92	92.4	82.6	13.0	4.3	0.0	10.1	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	699	95.7	48.5	34.5	10.4	6.6	24.9		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	695	95.7	48.6	34.7	10.5	6.3	24.7		
<b>Socio-Economic Status</b>									
Subsidized meals	521	95.2	57.9	34.8	5.0	2.3	14.0	No	Yes
Full-pay meals	174	97.1	22.3	33.8	25.5	18.5	55.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	699	96.3	50.9	28.1	9.4	11.6	20.9
<b>Gender</b>							
Male	352	95.5	51.3	26.2	9.3	13.2	22.5
Female	347	97.1	50.5	30.2	9.5	9.8	19.3
<b>Racial/Ethnic Group</b>							
White	182	93.4	26.8	28.0	17.2	28.0	45.2
African American	498	97.6	61.7	28.8	6.1	3.3	9.5
Asian/Pacific Islander	13	100.0	7.7	0.0	23.1	69.2	92.3
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	607	96.7	47.2	29.8	10.4	12.5	23.0
Disabled	92	93.5	78.6	15.7	1.4	4.3	5.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	699	96.3	50.9	28.1	9.4	11.6	20.9
<b>English Proficiency</b>							
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	695	96.4	51.0	28.3	9.4	11.3	20.7
<b>Socio-Economic Status</b>							
Subsidized meals	521	96.0	61.6	28.9	5.9	3.6	9.5
Full-pay meals	174	97.1	21.0	26.1	19.1	33.8	52.9

<b>Social Studies</b>							
All Students	699	95.4	50.8	34.0	8.4	6.8	15.2
<b>Gender</b>							
Male	352	94.6	51.2	30.4	10.0	8.4	18.4
Female	347	96.3	50.5	37.5	6.8	5.1	11.9
<b>Racial/Ethnic Group</b>							
White	182	92.3	23.9	40.6	18.1	17.4	35.5
African American	498	96.8	62.4	31.7	4.5	1.4	6.0
Asian/Pacific Islander	13	100.0	7.7	23.1	23.1	46.2	69.2
Hispanic	6	66.7	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	607	96.2	47.8	35.6	9.1	7.4	16.6
Disabled	92	90.2	74.6	20.9	3.0	1.5	4.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	699	95.4	50.8	34.0	8.4	6.8	15.2
<b>English Proficiency</b>							
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	695	95.5	50.9	34.0	8.5	6.6	15.1
<b>Socio-Economic Status</b>							
Subsidized meals	521	95.0	61.7	33.5	3.4	1.4	4.8
Full-pay meals	174	96.6	20.5	35.3	22.4	21.8	44.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	349	94.0	40.9	38.0	15.8	5.3	21.1
	8	333	90.7	36.3	40.8	17.6	5.3	22.9
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	100.0	N/A	N/A	N/A	N/A	N/A
	7	364	96.2	43.7	39.2	15.1	1.9	17.0
	8	334	94.0	38.4	38.4	14.2	8.9	23.1
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	349	95.7	43.0	33.7	10.4	12.9	23.3
	8	333	91.9	48.2	33.8	9.9	8.1	18.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	100.0	N/A	N/A	N/A	N/A	N/A
	7	364	97.3	44.4	38.0	10.2	7.3	17.6
	8	334	94.0	52.9	30.7	10.7	5.7	16.4
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	100.0	N/A	N/A	N/A	N/A	N/A
	7	364	97.3	52.4	26.8	10.9	9.9	20.8
	8	334	95.2	49.5	29.3	7.8	13.4	21.2
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	1	100.0	N/A	N/A	N/A	N/A	N/A
	7	364	97.3	58.3	28.8	7.4	5.4	12.8
	8	334	93.4	42.5	39.6	9.6	8.2	17.9

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 733)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	Down from 12.1%	11.5%	15.5%
Retention rate	6.8%	Up from 6.5%	3.5%	3.0%
Attendance rate	97.2%	Up from 96.8%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%	Up from 3.2%	6.3%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Up from 3.0%	5.8%	4.6%
Eligible for gifted and talented	6.0%	Up from 0.7%	12.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Up from 12.3%	14.4%	13.6%
Older than usual for grade	7.5%	Down from 8.2%	5.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 14.5%	0.9%	0.8%
Annual dropout rate	0.5%	Down from 0.8%	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	34.7%	Up from 30.6%	50.0%	51.8%
Continuing contract teachers	81.6%	Down from 91.8%	75.0%	78.1%
Highly qualified teachers	77.3%	Down from 89.7%	88.4%	89.6%
Teachers with emergency or provisional certificates	9.3%	Up from 4.4%	7.4%	6.0%
Teachers returning from previous year	80.5%	Up from 78.5%	84.4%	85.4%
Teacher attendance rate	95.3%	Up from 94.8%	94.8%	94.9%
Average teacher salary	\$40,307	Up 3.1%	\$40,511	\$41,328
Prof. development days/teacher	6.7 days	Down from 9.2 days	11.8 days	11.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 22.3 to 1	20.7 to 1	21.3 to 1
Prime instructional time	91.6%	Up from 91.0%	89.4%	89.3%
Dollars spent per pupil*	\$6,109	Up 5.1%	\$6,354	\$6,022
Percent of expenditures for teacher salaries*	66.0%	Up from 65.6%	60.2%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 81.9%	98.1%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Williams continues to implement a standards-driven curriculum. With the help of grants, we were able to implement programs for student academic success and instructional improvement.

Poverty Index Funding allowed us to sponsor "PACT After School," a program that provided remediation for students scoring Below Basic on PACT in math and language arts. A new course, "Math Fundamentals," was added to help students develop mastery of basic skills.

Homework Center funds were diverted to our "Extended Day Program," an after-school program that provided homework assistance, tutoring, field trips, and a safe haven for students. Our "GE Focus on Math" grant allowed us to continue the program designed to address higher order math skills for the college-bound student.

Student accomplishment and involvement encompassed several areas. Based on their SAT scores, thirty-seven students qualified as South Carolina Junior Scholars. Ten students qualified as Duke University Talent Identification Program Scholars. One student achieved national ranking. Six students received recognition at the Sand Hill Regional Science Fair. The Academic Challenge Team completed another undefeated season and still remains regional champion.

Student involvement continued in athletics. This year we added boys' and girls' basketball to our sports roster. Our football team emerged as conference champions and our girls' basketball team won their conference tournament. Our students are also members of the other sports teams offered at the high school.

Instructional preparation through staff development was one of our goals. During our two-day faculty retreat, the Baldrige High Performance training continued. We studied successful practices of other schools and adopted some of their strategies. A second In-School Suspension was established to reduce student absenteeism. We are now beginning to use school and classroom data in our decision making processes.

School clubs and organizations have been quite involved. The Builders' Club, The Gentlemen's Club, The Beta Club, and the SGA continue to work on such projects as recycling, campus beautification, gifts for servicemen, packages for victims of disasters, and children in need. Our Gospel Choir and Phat Pheet dance team still get invitations to perform at community events.

School, community, and parent involvement remain a high priority. Invitations have been extended for 7th and 8th Grade Parent Night, MYP Showcase, Family Math Night, Honors Banquet, Awards' Day, PTA, and various school athletics and concerts.

Our commitment to academic excellence and good character remain the focus. Williams is regionally accredited by the Southern Association of Colleges and Schools.

Hannah A. Sharper, Principal  
Diane Camberato, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	17	247	50
Percent satisfied with learning environment	35.3%	64.4%	67.3%
Percent satisfied with social and physical environment	35.3%	59.9%	59.2%
Percent satisfied with school-home relations	12.5%	81.9%	46.9%

\*Only students at the highest middle school grade level at this school and their parents were included.